

SAN DIEGO TEACHERS ASSOCIATION  
CALIFORNIA TEACHERS ASSOCIATION  
SAN DIEGO STATE UNIVERSITY COLLEGE OF EDUCATION

IXCALLI CHARTER SCHOOL  
IMPLEMENTATION GRANT APPLICATION

*In response to:*

Public Charter Schools Program  
Charter School Implementation Phase Grants

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*In collaboration with:*

San Diego Teachers Association  
San Diego Unified School District  
San Diego State University

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IMPLEMENTATION GRANT APPLICATION  
 SAN DIEGO TEACHERS ASSOCIATION IXCALLI CHARTER SCHOOL  
 Abstract

The Ixcalli Charter School proposal to the California Department of Education (CDE) is to fund implementation of a collaborative project with the National Education Association, the California Teachers Association, the San Diego Unified School District Board of Education and the College of Education of San Diego State University. These entities articulated their common goals and innovative model in the SDTA/CTA/NEA Charter School Proposal approved by CDE on September 9, 1997. The Interim Governance Board representing these entities will oversee the activities to open Ixcalli Charter School in January 1999 in the Mid-City/City Heights attendance zone of the San Diego district. Initially, Ixcalli will serve 75-90 middle school students while growing over five years to a capacity of 450 students in six academic levels equivalent to traditional grades K-12. The Ixcalli Charter School has three goals:

- 1) **High academic achievement for all students:** Ixcalli Charter School will have a unique structure to provide opportunities for students to progress through an innovative performance and standards-based curriculum by completing exhibitions that demonstrate mastery of content and skills at each of six academic levels. The thematic instruction will be based on the nationally acclaimed *City Works* curriculum that guides students to explore the surrounding community through service projects, internships, demographic studies and other forms of involvement in the community for enhanced learning experiences. Students will graduate from Ixcalli through a Senior Institute and Internship, with many having satisfied admissions requirements for San Diego State University. Funding is requested to support acquisition of materials and personnel/staff release time to develop the curriculum and performance assessments for the Ixcalli Charter School start-up and ongoing curricular refinement and evaluation.
- 2) **Teacher development:** Ixcalli Charter School's goal is to develop a high level of professionalism in its faculty, leading to certification of its teachers by the National Board for Professional Teaching Standards (NBPTS). In collaboration with San Diego State University, a Professional Development School will be planned and established at Ixcalli to prepare teacher candidates for teaching in linguistic and culturally diverse settings, such as those from the neighborhood served by the school. Funding is requested to support teacher development through the leadership and expertise of the Teacher Director and the Director of Professional and Community Development who will guide and coordinate the professional development activities.
- 3) **Community participation:** The Interim Governance Council and the Director of Professional and Community Development will establish the Future Search Process to assess the needs and values of the Ixcalli Charter School neighborhood and civic and business community. Funding will support activities to recruit students, foster student involvement and reinforce the involvement of all stakeholders in the school's operations and development. An Operations Manager will oversee the business and fiscal aspects of community involvement and school start-up tasks.

## IMPLEMENTATION GRANT APPLICATION SAN DIEGO TEACHERS ASSOCIATION IXCALLI CHARTER SCHOOL

### THE IXCALLI CHARTER SCHOOL'S EDUCATIONAL VISION

The San Diego Teachers Association (SDTA) Ixcalli Charter School was granted charter school status as #134 by the State Board of Education on January 7, 1998. The Ixcalli Charter School reflects the vision stemming from a collaborative project with the National Education Association, the California Teachers Association, the San Diego Unified School District Board of Education and the College of Education of San Diego State University. These entities articulated their common goals and innovative model in the SDTA/CTA/NEA Charter School Proposal pursuant to the Charter Schools Act of 1992, approved on September 9, 1997.

The fiscal agent for this grant is the San Diego Unified School District, which served more than 136,000 students in 1997-1998 at 169 school sites. The collaborative is requesting an implementation grant in the amount of \$150,000 to complete planning and begin operations of Ixcalli Charter School on or before January 1999 with a student body of 75-90 middle school students. The goal of the Ixcalli Charter School is to provide unique opportunities for excellence in student achievement to the Crawford cluster of schools and to the surrounding community, although admissions will be open to students from throughout the San Diego school district. The school will also serve as a model for improving student achievement by implementing innovative teaching and learning practices, establishing and maintaining strong school/community ties and enhancing professional development for pre-service and in-service teachers.

### **The Ixcalli Charter School Neighborhood**

The Charter School Founders created the charter for the Ixcalli Charter School to be located within the boundaries of Hoover/Crawford High School attendance zone of the San Diego Unified School District (SDUSD). The Hoover/Crawford cluster of 23 public schools serves a five-square mile neighborhood that is highly culturally diverse in the Mid-City/City Heights area of San Diego. The total population of the area is 78,000, with 80% under the age of 40. Mid-City/City Heights has been called the "Ellis Island of San Diego." The area has drawn recent immigrants from East Africa, Southeast Asia, Mexico, Latin America, the Middle East and the Balkan states, all joining the blue-collar-white base of long term residents. A minimum of 30 languages are spoken in the schools. In less than 40 years, this neighborhood has gone from 90% white to 95% non-white minority residents.

The Mid-City/City Heights has been designated a federal Enterprise Community. The neighborhood has been economically impacted by business closings and middle-class flight to the suburbs. Civic leaders attribute some of this impact to the fact that the neighborhood schools are over-crowded, due to increases in the elementary school age population. Consequently, the Ixcalli Charter School site provides a much needed

educational alternative that will serve to promote the economic and academic revitalization of this culturally rich area. The school will serve as a vehicle for attracting community resources, to build and expand community participation and thus help to revitalize this inner-city neighborhood.

### **Ixcalli Charter School Students**

In a recent report (September 1997), the San Diego school board documented the need for addressing the educational achievement of students in the Mid-City/City Heights attendance zone. Table 1 illustrates the comparison of educational performance for students in the San Diego schools district-wide with the performance levels of students in the Mid-City neighborhood to be served by the Ixcalli School.

Table 1: Comparison of Education Performance

	District-wide	Mid-City/City Heights
Suspensions	2 per 100	9 per 100
Free/Reduced Lunches	59%	83%
Limited English Proficiency	28%	51.7%
Retention	2.7%	3.6%

When fully operational, the Ixcalli Charter School will serve students in grade levels traditionally known as pre-K through 12. At capacity, the school is limited to 450 students. Planning for the school was based on the belief that small schools foster a more focused educational community that enhances the climate of trust between families and schools, recognizing that all children and adults associated with the school are teachers and learners. Neighborhood schools also enhance the possibility of increased community and parental involvement, as all stakeholders participate in decision making and in providing enriched learning experiences for students through links to business and civic activities.

### **Vision and Innovation**

The vision of the Ixcalli Charter School is to accomplish the goals of high student achievement, teacher development and community participation through an innovative curriculum, a unique school structure and governance model and opportunities for pre-service and in-service teachers to grow professionally through a well-coordinated collaborative between organizations and institutions. The Charter School will serve a community that will be enhanced by the school's operation through the collaborative efforts of the participating entities and will be a model for other public schools to emulate. The design of the school's curriculum is based on the nine common principles of the Coalition of Essential Schools (CES), founded by TheodoreSizer in 1984. These principles include having an intellectual focus, with personalized teaching and learning and high expectations for all students. Diplomas in the Essential School are awarded upon demonstration of mastery. School governance and administration are organized on

behalf of student learning based on collaboration and mutual responsibility, rather than on bureaucratic/political interests. The Ixcalli Charter School will have the model of over 700 schools that have been organized using the CES model.

The Ixcalli Charter School has as its primary goal to educate all students to meet high academic standards. The focus on achievement takes into account the diverse learning styles and interests of students, making them decision-makers in their own learning process, along with caring mentoring adults. The structure and implementation of the curriculum of the Ixcalli Charter School is based on the philosophy that students must be fully engaged in their own learning. This goal will be met through a standards-based and performance-based curriculum that is structured developmentally through integrated interdisciplinary multicultural learning activities. The curriculum is planned and implemented around community issues that develop students' abilities to think critically and solve real-life problems. Students' learning of higher order thinking skills will be achieved as students and teachers together examine the broader context of knowledge and ideas that is not compartmentalized or fragmented by artificial divisions into grade levels or subject matter.

The goal of the Charter School is to provide students with a community consisting of primary relationships among people who help each other accomplish individual and common goals. The community also provides a context and a rationale for learning for the skills and content students study that makes sense in terms of their background and experiences, building on these as strengths for creating alternative ways of thinking and acting effectively. Based on this paradigm, the three goals of the Ixcalli Charter School are high student achievement, teacher development and community participation.

### **Goal 1: High Student Achievement**

Progression through six **academic performance levels** based on a series of exhibitions whereby students are assessed on their demonstration of mastery of skills and content in five academic areas: The arts and humanities, mathematics, science, Internship/Senior project and the advisory portfolio to demonstrate completion of graduation requirements. Ixcalli has adopted the model outlined in the Senior Institute Handbook of Fenway Middle College High School, Boston, MA where teachers and community partners assist the students in developing exhibitions of mastery. Advancement through the academic levels requires demonstration of mastery of the academic standards required by the California Department of Education.

Each student will sign a **compact** identifying responsibilities and academic goals upon admission to the Charter School. This compact will be reviewed and amended each year to include school requirements for the academic performance level and individualized goals based on the student's interests and needs. The student's review meetings will include his/her academic advisor and the parent/guardian or mentoring adult.

Each student's progress toward completion of graduation requirements and future school to career transition or pursuit of higher education will be carefully planned and monitored

through the Internship/Certificate of Mastery and Senior Institute (Meier, 1995). The **Senior Institute** requires successful completion of both college level placement examinations and senior exhibitions. Students must earn a passing score on both the San Diego State University English Placement Test and the Elementary Level Math to be eligible to earn the Diploma of Excellence. All students will complete 120 hours of internship with local businesses or civic organizations based on identified career interests.

## **Goal 2: Teacher Development**

The structure and environment of the Ixcalli Charter School reflect innovative thinking and planning that depart from traditional school arrangements in order to overcome barriers to high student achievement. The structure of the Charter School is focused on a shared decision-making and team-building paradigm that empowers teachers, parents, students and community members to share responsibility in designing a learning community of active and productive life-long learners.

The sponsorship of the San Diego Teachers Association in conjunction with the National Education Association and its California affiliate CTA, through professional expertise and funding represents a strong commitment from teachers to the vision of the Charter School. Consistent with the goal of nurturing and encouraging high levels of teacher performance and professional growth, the Ixcalli Charter School has embraced the propositions and process of the National Board for Professional Teaching Standards (NBPTS) as the model for teaching practice. The NBPTS is based on the policy that teachers have a high level of commitment to students and their learning. The standards provide opportunities for teachers to increase their knowledge of their subject matter and how to teach those subjects to their students. Based on the standards, teachers participate voluntarily in multiple assessments to demonstrate professional judgment in a variety of situations, leading to National Board Certification that is a symbol of professional teaching excellence.

## **Goal 3: Community Participation**

Through links with businesses and civic organizations, the Charter School will provide opportunities for students to apply their growing knowledge to practical career-oriented and civic-based projects to support improved self-esteem, effective social skills and to gain control over their own lives and learning. The use of technology is a key component in achieving this goal by providing access to the growing body of knowledge and information through advanced educational tools such as the Internet. As students learn the use of technology, they become better prepared for future careers that require high levels of skill in research and information processing.

Community linkages have been established through involvement of the Adams Avenue Business Association in meetings of the Interim Governing Board, where representatives of civic groups have shared their objectives and concerns regarding the role of the schools in the economic development and quality of life issues of the neighborhood. Businesses and community service agencies involved in the Charter School effort include

the Science Applications International Corporation represented by Brenda Raker, Vice President for Education; Gay Lynn of the United Way and San Diego City Council representative Judy McCarty.

## ORGANIZATION STRUCTURE OF THE CHARTER SCHOOL

### Educational Capacity of the School

The Ixcalli Charter School is scheduled to begin operations in January 1999 at a site in the Mid City/City Heights area of San Diego to be selected and approved by the Interim Governing Board and San Diego Unified School District under the authority of the Board of Education. The Charter School will have a total of 450 students. The initial opening of the school will be for 75-90 students from traditional grades sixth through eighth or Performance Level 4 under the Charter School academic structure. The school will add academic levels incrementally until the school reaches a capacity of 450 students within five years. The first cohort group of Level 4 students will move on to Level 5, while a cohort group of level 1 (K-2) students will be added in the second year. Levels 2 and 3 will be added as the cohort groups progress until capacity is reached in the fifth year of implementation. The school will serve students from the surrounding neighborhood, with enrollment open to all students from within the San Diego school district.

### Academic Structure and Performance Assessment:

The curriculum will be structured around six academic performance levels of student study that cover approximately twelve years. The levels culminate in a Senior Institute where eligibility requirements for graduation are assessed and satisfied. These levels are not age- or grade-specific. Rather, the levels are based on developmental levels and advancement through specific performance criteria and satisfaction of academic achievement standards. The content and performance objectives reflect an interdisciplinary approach that integrates content knowledge and skills development.

- Level 1: **Foundation** for successful growth in literacy, mathematics, history, arts, music, and science (Equivalent to grades K-2)
- Level 2: **Core Skills** for successful growth in literacy, mathematics, history, arts, music, and science (Equivalent to grades 3-4)
- Level 3: **Expansion** of content in literacy, mathematics, history, arts, music, and science (Equivalent to grades 5-6)
- Level 4: **Readiness for high school** to prepare students academically, socially/ emotionally for high school (Equivalent to grades 7-8)
- Level 5: **Qualification for Internships/Certificate of Mastery**  
Progression in high school academic classes and identification of career interest for future internships (Equivalent to grades 9-10)
- Level 6: **Senior Institute** for completion of 120 hour internship, preparation for graduation and preparation for admission to a four-year university, community college or for entry into a career (Equivalent to grades 11-12)

Instruction in each performance level of 75 students will be the responsibility of a teaching team, with a student-teacher ratio of a maximum of 20 to 25 students per teacher. According to the principles of the Coalition for Essential Schools, the curriculum is thematic and interdisciplinary to provide various points of entry into learning for student of different levels, while maintaining high standards. The teaching team will plan collaboratively using thematic interdisciplinary planning so as to utilize the best content-area knowledge, teaching skills and interests of each member of the teaching team to full advantage, allowing for double instructional periods to enter more in depth into the subject areas.

The curriculum of *City Works*, a nationally registered model demonstration program, was created in Cambridge, Massachusetts by the leadership of the New Urban High School Network. The project is funded by The Big Picture Company and the U.S. Department of Education. *City Works* is organized around projects that explore real-life problems in the students' neighborhood through investigation of their city and neighborhoods—its industries, trades, services, housing, demographics, history and future plans. *City Works* will be used as a starting point for integrating content objectives and academic standards. This established curriculum will serve as a departure point for further curriculum development. Using the Future Search Method, the Ixcalli Charter School will continually identify the community assets to locate potential job internships and volunteer mentors from local businesses and civic organizations for job shadowing and internship opportunities. These community-based activities are coordinated with academic studies to enhance and enrich the students' learning experiences in the total learning context of the surrounding neighborhood.

Students in the Ixcalli Charter School will be assessed for advanced through each performance level based on the exhibition process, which requires student presentations and multiple criteria portfolio assessments in the following areas for each level. The exhibitions are as follows:

- *Arts and Humanities*: Students demonstrate the ability to question, analyze, synthesize and evaluate by examining various works of the arts, literature and events in history. Students present ideas in a variety of mediums (written, oral, artistic) in a coherent and thorough manner. Students who evidence of artistic exploration.
- *Mathematics*: Students demonstrate proficiency in moving from basic skills to complex problem solving. Students exhibit an understanding of mathematical applications to such areas as science, economics, politics and technology.
- *Science*: Students demonstrate exposure to a variety of scientific topics and a clear understanding of scientific methods.
- *Internship/Senior Project*: Students demonstrate learning through a full-time internship. Students examine a career path of their interest and learn about the skills, education, and requirements of their particular chosen field. Students develop and address an in-depth essential question relating to their internship.
- *Advisory*: Students demonstrate their personal growth over time through the development of an Advisory Portfolio. Students provide evidence of their readiness



to graduate and transition from school to career and/or to institutions of higher learning.

### Professional Development

The Ixcalli Charter Schools is a professional development school (PDS) co-sponsored by the College of Education (COE) at San Diego State University. The focus of the PDS activities in the initial stages of implementation will be on preparing the teaching team and developing the curriculum and assessment plan for Performance Level 4: Readiness for high school. The model of professional development selected for the start-up phase is training in the application of the "curriculum mapping" model for integrating curriculum and assessment for K-12. In *Mapping the Big Picture*, Heidi Hayes Jacobs (1997) outlines a seven-step process for creating and working with curriculum maps, from data collection to curriculum review. This model of curriculum planning is consistent with principles of school reform because it sets aside time and resources for teachers to reflect on the curriculum and assessment procedures in a holistic manner. Teachers' active involvement and participation in curricular decisions lead to systemic change and high levels of commitment to teaching and learning.

The curriculum mapping model involves seven phases wherein the curriculum grows and evolves in a dynamic fashion. In the first phase of data collection, teachers identify the processes and skills emphasized in the curriculum and define the content in terms of essential concepts and topics. Teachers will be guided in this process by the California Academic Standards for Language Arts and Mathematics. The curriculum mapping model is the continual review cycle that maintains a high level of accountability for the up-dating and revision of the Charter School curriculum in response to the interests and needs of the students and community resulting from action research and stakeholders' input.

Table 2: Phases of Professional & Curriculum Development

Phase 1	Identification of processes & skills emphasized in curriculum Definition of content in terms of essential concepts and topics
Phase 2	Teachers edit map of school curriculum Definition of areas of integration, timeliness of tasks & assignments (To be completed by start-up date)
Phases 3 & 4	Small groups and large group identification of gaps, repetitions, potential areas of integration, mismatches between outcomes and assessment (To be completed by June 1999)
Phases 5 & 6	Focus on each of 6 performance levels separately and as a continuous cohesive progression through the CDE Academic Standards (To be completed as academic levels are added to enrollment)
Phase 7- Ongoing	Identification of immediate needs for curriculum revision and long- term action & academic research for refinement and overall curricular evaluation

After the third year of operations of the Ixcalli Charter School, the Professional Development School will be expanded to include teacher education and graduate students from San Diego State University's College of Education. Of particular importance are opportunities for these teacher candidates to participate in field experiences and student teaching in the classrooms of exemplary teachers using innovative teaching strategies and a highly effective integrated curriculum. Preparing teachers for linguistic and cultural diversity in urban communities requires multiple exposures to the educational lives and perspectives of the children, and immersion in and teaching practice in those urban communities. The professional development opportunities provided through the PDS will encourage teacher education students to integrate theoretical knowledge with teaching experiences in diverse classroom settings, under the guidance and expert supervision of the SDSU faculty and cooperating Charter School teachers and mentors.

## **BUSINESS AND ORGANIZATIONAL MANAGEMENT CAPACITY**

### **Governance Structure in Support of Ixcalli's Vision**

The school will be governed by the twelve-member Governance Council that is elected from among the stakeholder groups which includes the following:

- 6 teachers, including the SDTA Representative (one teacher appointed by the SDTA Board of Directors and one appointed from the SDSU College of Education)
- 2 parents or guardians (or mentoring adults)
- 1 classified employee
- 2 community partners
- 1 student

The Governance Council will function under democratic principles and follow the Brown Act requirements for establishing agendas and conducting open meetings, referred to as "town hall meeting" at a minimum of two per year. The town hall meetings will involve status reports on the school from teacher leaders and input from all stakeholders and valued critical friends to set direction and guide the school in its mission and goals of excellence. The responsibilities of the Governance Council include personnel and fiscal decisions, developing school policies, review of school and student instructional needs, and obtain and allocate resources. The Governance Council, whose members serve three year staggered terms, will also be responsible for identifying programs and procedures to ensure high levels of academic achievement and to oversee compliance with terms and conditions of each employee group's contracts and school district policies. Decision making within the Governance Council will be through a consensus process wherever feasible. Agreement of some items not attainable by consensus will be decided by at least a two-thirds vote.

The governance structure of the Ixcalli Charter School is based on the philosophy that teachers are professionals whose voice in school management and operations is essential to achieving academic goals. Consequently, the chief administrative officer of the school will be the Teaching Director. This position is to be funded at the 50% level through this

grant. The Teaching Director is an expert teacher with demonstrated management and leadership skills who also serves as part of a performance level teaching team. The Teaching Director may be authorized to enter into agreements on behalf of the Charter School with neighboring schools, colleges/universities, businesses and community agencies to provide access to specialized programs, activities, internships, college level experiences and courses for students.

### **Fiscal Responsibility and Management**

Ixcalli Charter School is currently completing the Planning Phase of its development. Funds requested for the Implementation Phase are based on the fully approved school charter by the State Board of Education on January 7, 1998 under charter school #134. Finalization of the selection of the school site will be completed by June 1. The Interim Governance Board is presently considering two options: (1) A generous cash gift and \$0.25 per square foot offer has been made by the Devon Corporation to be part of their land use package for the vacated property at 6600 University Avenue. Up to 40,000 square feet are available to the Charter school, which would meet long term required growth needs of the school; and (2) A rent-free facility improvement package is being negotiated with the Methodist Church on 33<sup>rd</sup> Street and Mead Avenue. The Church sees the Charter as an important part of their contribution to the Mid City-Normal Heights development project. Both of these facilities fall within the Mid City area of San Diego, an area with tremendous school overcrowding and a great need for more classrooms and facilities. We anticipate no problems recruiting as soon as an appropriate since this is such a high impact area. Since small schools and more neighborhood-accessible sites are on the agenda of both public and private constituencies. Despite major improvements and impact initiatives undertaken by neighborhood constituencies, the existing schools in the area are considered by the press and the school district to be the city's lowest performing schools.

Plans to involve the community, including local businesses, neighborhood associations, local families and community service organizations have been a priority since the founding of the Charter. Grants from the National Education Association for \$12,000 and from the California Teachers Association for \$12,500 have been given to fund activities to engage the community in giving the school its "final signature." We plan to make the decision regarding the school site and facilities by June 5, 1998. At that point we will be able to begin serving the actual community surrounded by and impacted by the school with student recruitment efforts and community information activities. An additional grant of \$2,000 was awarded to Ixcalli Charter School by the National Foundation for the Improvement of Education to seed the future search process.

### **Projected Operations Budget**

In addition to facility acquisition and site preparation, representatives of the Ixcalli Charter School have been meeting with Henry Hurley, the comptroller for the San Diego Unified School District. At this point in time, based on a one-year implementation and a projected enrollment of 75-90 sixth, seventh & eighth graders, we are assured an

allocation base of \$220,459. We believe there is up to an additional \$100,000 that should be a part of this base allocation. We hope to complete this round of negotiations with the SDUSD by mid June.

In addition, the budget will be augmented by the number of students requiring special educational services, estimated at seven to ten percent of the Year 1 student body. This additional per student funding will be allocated for Title 1 eligible students, which represent up to 90% of the Mid-City student population, and compensatory funds for Limited English Proficient students, which comprise 52% of the student body. Since the school will be located in what the school district considers a high impact area, the district is willing to negotiate other allocations not typically available to small schools. Finally, the SDTA believes we will be able to receive a budget reflecting actual teacher salaries rather than average salaries, which will allow us to attract and support experienced teachers. Therefore, we anticipate completion of the Planning Phase for the Charter School by August 15, 1998. The business plan and commitments will be completed at that time. Funds to begin the Implementation Phase, including the support requested in this proposal, will be drawn upon beginning September 1 and the Ixcalli Charter School will open its doors to 75-90 middle school students in January 1999.

### **Collaboration and Networking Strategies**

The linkage of the Ixcalli Charter School to the community is enhanced by the school's collaboration with the College of Education (COE) at San Diego State University, which is located nearby. The COE has actively participated in the Charter School proposal and will provide technical and academic expertise for the project in several ways. First, COE faculty will coordinate staff development and action research activities to foster ongoing, self-directed inquiry into the processes and outcomes of teaching and learning. Second, as the school grows to full capacity, a Professional Development School will be established to serve as a laboratory for teacher candidates in the COE credential programs and graduate studies programs. A primary goal of this collaboration is a focus on action research, whereby teacher candidates and teachers in conjunction with SDSU faculty will conduct investigations, case studies, systematic observations and evaluations of teaching-learning, curriculum and programmatic structural features to enhance the Charter School's effectiveness.

The Professional & Community Development Director funded initially under this grant will serve as a liaison and primary actor in collaborative decision making regarding the Charter School's relationships with local businesses and community organizations. The Governing Board will also function as a forum for active participation of parents and community members in carrying out the mission of the Ixcalli Charter School. The position of Professional and Community Development Director for the Charter School will be filled by faculty from the COE. Jill Kerper Mora, Assistant Professor of Teacher Education at SDSU will serve in this capacity. Dr. Mora is a Cross-cultural Language and Academic Development (CLAD) credential specialist in the School of Teacher Education. She has extensive experience in preparing public school teachers and teacher candidates in instructional methods for enhancing the achievement of culturally and

linguistically diverse learners. Dr. Mora will coordinate the professional development activities for the Charter School and will plan the establishment of the Professional Development School.

Professional development activities will be enhanced by the collaboration between the SDSU College of Education and the San Diego Teachers Association Uniserv Field Organizer. Ms. Rivera will serve as the SDTA contact for this grant. She holds a Master of Arts in Curriculum Development and has served in 1996-98 as a curriculum developer for the California Teachers Association SB 1969 training for improving teaching of language-minority students. Ms. Rivera has many years of teaching experience as a bilingual and Spanish immersion elementary teacher.

## PROJECT GOALS AND EVALUATION

Anderson and Marsh of SRI International (April 1998) presented a paper titled *Early Results of a Reform Experiment: Charter Schools in California* at the annual meeting of the American Educational Research Association in San Diego. The findings from their survey of 124 charter schools representing 30 counties and 80 districts suggest that an effective way for charter schools to be held accountable is to look at the degree to which they are meeting the objectives that are specified in their original charters. The plan for the Ixcalli Charter School is based on this model of evaluation.

Table 3: Evaluation Criteria & Documentation

Objective	Documentation of Evaluation Criteria	Timeline
1. High levels of academic achievement for all students	<ul style="list-style-type: none"> <li>Administration of State mandated achievement tests</li> <li>Numbers and percentages of students completing exhibition requirements for each performance level</li> <li>Percentages of compact goals fulfillment within levels for each student</li> <li>Comparison with achievement results from equivalent grade levels in other Mid City schools</li> <li>Attainment of a cumulative GPA of 3.0 for university admissions by 60% of graduates.</li> <li>Records of attendance and student retention</li> </ul>	<p>Annual reporting</p> <p>Comparison of academic growth with base-line data from first testing after start-up in January 1999</p>
2. Teacher Development	<ul style="list-style-type: none"> <li>Number of hours of teacher participation in professional growth activities</li> <li>Evaluations of professional growth activities</li> <li>Curriculum design products</li> <li>Accounting of teachers' progress toward</li> </ul>	<p>January 1999 assessment of readiness for start-up</p> <p>Annual reporting</p>

	National Board Certification <ul style="list-style-type: none"> <li>• SDSU-COE field experience and student teaching evaluations</li> <li>• Documentation of action research and collaborative scholarly research resulting in publications or conference presentations</li> </ul>	
3. Community Participation	<ul style="list-style-type: none"> <li>• Percentages of compacts signed by parent/guardians and students</li> <li>• Agendas and sign-in sheets from Governance Council and town hall meetings</li> <li>• Records of job shadowing, mentoring and internship relationships established</li> <li>• Summary reports or letters from sponsors</li> </ul>	Annual reporting

### DESCRIPTION OF GRANT PROJECT GOALS AND ACTIVITIES

The goals of the Ixcalli Charter School have been described throughout this proposal. The activities for which funds are requested under this grant will accomplish the objectives of forming a teaching team who together will develop the curriculum and assessment plan. The Future Search Process will provide the framework for focused strategic visioning in community forums and parental involvement activities. The funding for these activities will bring the vision of Ixcalli into practical implementation through the collaboration of the Interim Governance Council and the leadership the Teacher Director and the Community and Professional Development Director with the stakeholders in the community. Table 4 is a summary of the activities that will be performed to fulfill the goals of the Ixcalli Charter School.

Table 4: Timeline of Implementation Activities

Target Date	Activity
June 5, 1998	Finalize building site selection
June 6, 1998	Distribution of leaflets, shopping center information stands, door to door campaign
By July 1, 1998	Community forums held; Input analyzed for refinement of defined needs and objectives
By August 1-Ongoing	Future Search Meetings, pursuing and securing commitment for community partnerships
September 1, 1998	Teaching Director & Operations Manager begin their duties
September-December, 1998	Professional development activities using <i>Curriculum Mapping</i> to prepare teachers and curricular materials for start-up
January 1999	Begin operations of Ixcalli Charter School
January, 1999-September 1, 2000	Ongoing professional development activities to support educational programs; Continued materials acquisition based on defined needs; additional of Level 1 enrollment.

## BUDGET SUMMARY

### Appendix A

Funds are requested under this grant for the authorized purposes as follows:

*(A) Post-award planning and design of the educational program*

The funds indicated in Budget Item for Personnel 1--Teaching Director and Budget Item 3 Community and Professional Development Director (subcontracted to SDSU Foundation) are hire for these positions to oversee the development of the curriculum and assessment plan for the Ixcalli Charter School. The 50% salary of the Teaching Director (TD) from the CDE grant funds will allow this teacher to begin September 1, 1998 to work on organizing and conducting professional development and curriculum development activities. The other 50% of the Teaching Director's salary will be absorbed by the SDUSD when the school begins operations in January 1999. The TD will then assume half-time teaching responsibilities paid by the district, with 50% time dedicated to the continued development and refinement of the curriculum and assessment plan.

The Community and Professional Development Director (CPDD) will be the liaison between the school and the community and the school and the SDSU-COE. Funding of this position is for 6 units of assigned academic time at the Associate Professor level on the salary scale. The CPDD will be responsible for finalizing site selection, recruiting students and establishing community partners in the school's educational program and funding.

*(B) Initial implementation of the charter school*

Funding is requested for Budget Item for Personnel 2 for a 50% Operations Manager (OM) who will be responsible for the business details of site preparation, acquisition of materials and supplies for the school opening, procurement of contracts for operations of the school, and liaison with the SDUSD administration on fiscal matters. Due to the small number of students served in the initial cohort group, the school district would not fund position for start-up.

Direct costs to be funded by this grant include staff release for teachers for five teachers for 40 days, to be scheduled during the grant award period. It is anticipated that at least 15 days of curriculum development time will be purchased by paying for substitutes for the curriculum planning project teachers, with additional release time provided during the start-up and in the first year of operations of the school. Other direct costs include library books (\$10,000) and curricular materials (\$10,000), including student reading and research materials to provide an enriched literacy learning environment and support for advancement toward mastery of academic standards and competencies. The budget item for duplicating (\$11,459) will be used for preparing information brochures, flyers, meeting agendas, descriptions of the program and curriculum and other forms of written communications for recruitment of students, parental and community involvement, and curriculum development.